

Iowa
Tests
of
Basic
Skills®

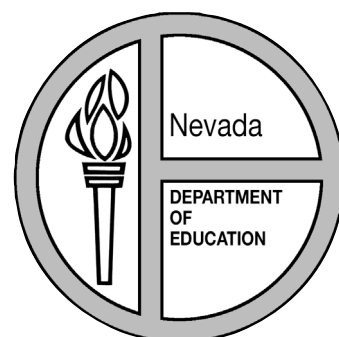
Form A
Complete
Battery

NEVADA PROFICIENCY EXAMINATION PROGRAM

*Norm-Referenced
Testing Component*

Grades
4 & 7
Levels 10 & 13

A Message to Parents



Prepared at The University of Iowa by

H. D. Hoover, S. B. Dunbar, D. A. Frisbie

K. R. Oberley, G. B. Bray, R. J. Naylor, J. C. Lewis, V. L. Ordman, A. L. Qualls



Riverside Publishing

A HOUGHTON MIFFLIN COMPANY

Copyright © 2001 by The University of Iowa. All rights reserved. No part of this work may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying and recording, or by any information storage or retrieval system without the prior written permission of Riverside Publishing unless such copying is expressly permitted by federal copyright law. Address inquiries to Permissions, Riverside Publishing, 425 Spring Lake Drive, Itasca, Illinois 60143-2079.

12345678-BDN-05 04 03 02

Dear Parents,

In the next few weeks, your daughter or son will be taking the *Iowa Tests of Basic Skills*® (*ITBS*®). These are standardized achievement tests that are taken by children all over the nation. The main purposes of the *ITBS* are to provide the school with information that can be used to improve instruction and to help teachers make sound educational decisions about each student's learning. The scores allow teachers to check each student's year-to-year growth and to identify some of each student's strong areas of achievement and needed areas of improvement.

The *Iowa Tests of Basic Skills* cover many of the fundamental skills your child is learning in school in the areas of reading, language, and mathematics. In addition, most schools test in social studies, science, and sources of information.

In the rest of this booklet, sample questions show what the test questions are like, and sample directions for each test indicate what students will need to do to answer the questions. These questions are presented mainly to inform parents about the nature of the tests rather than to provide practice questions for students. Students will have ample opportunity for practice at the beginning of each testing period. Consequently, these questions might best be used by parents to discuss with their children what the tests are like. Please note that they are geared more toward grades 3–5 than grades 6–8. The correct answers to the questions are on the last page.

The results from the *ITBS* will not be used to determine report card grades of students. Instead, teachers, counselors, and administrators of your school will use the results to monitor students' learning of some of the important skills taught in school. Of course, the results will also be useful to you and your child. Scores from tests like the *ITBS* cannot replace a teacher's observations and judgments, but they can provide useful supplementary information for the teacher, the parent, and the student. When test results are used in conjunction with other information from both the classroom and the home, teachers and parents can work together to identify and address the educational needs of each student.

Students should be encouraged to do their best on the *ITBS*, as they should for all of their school activities. But it would be harmful to place too much emphasis on the importance of the tests, to make students feel anxious about the outcomes. By maintaining a typical schedule and atmosphere at home during the period of time when testing occurs, you can help your child have a positive testing experience.

Sincerely,

Authors and Editors

Vocabulary

The Vocabulary test measures students' knowledge of words found in general reading materials. Each word is presented in a phrase; four possible meanings follow. Students examine the four meanings and choose the one that is most similar in meaning to the word being tested.

Directions

- For each question, you are to decide which one of the four answers has most nearly the same meaning as the underlined word above it.
-

1 A hasty decision

- A** difficult
- B** wrong
- C** hurried
- D** thoughtful

2 Normally came at noon

- J** usually
- K** willingly
- L** a few times
- M** once or twice

3 Apply for a job

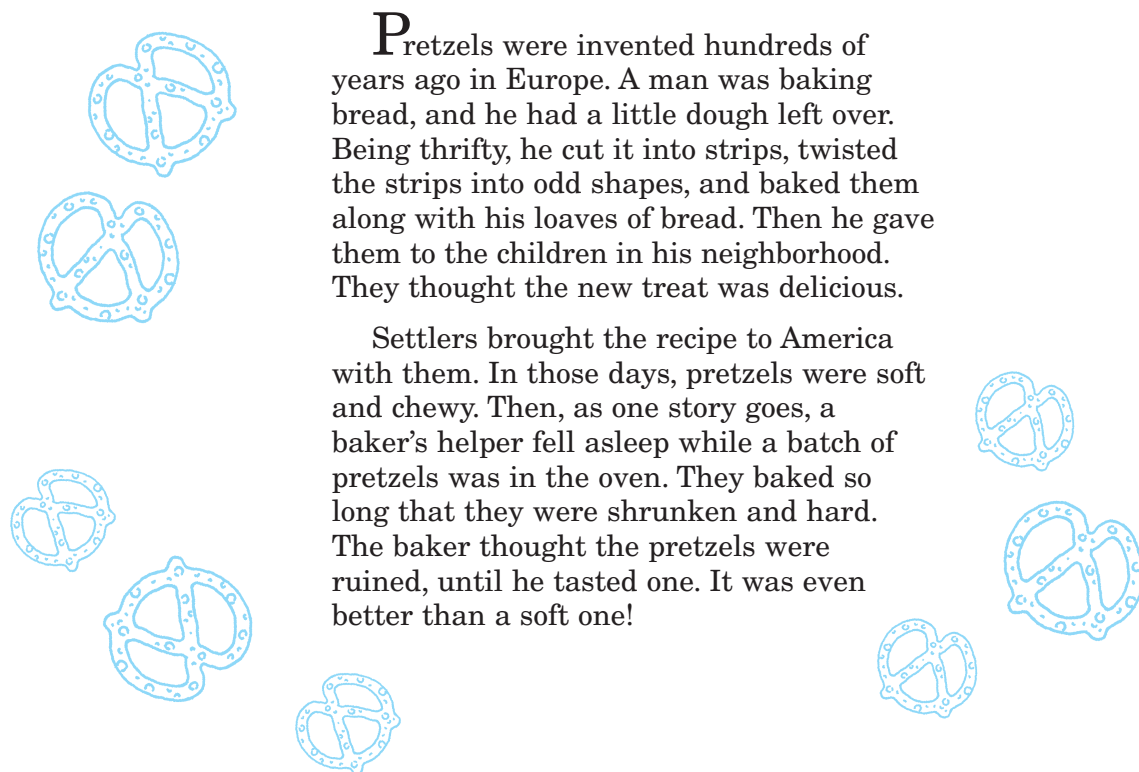
- A** accept
- B** request
- C** train for
- D** search for

Reading Comprehension

The Reading Comprehension test measures students' ability to understand fiction, subject-area reading materials, and nonfiction. Some questions emphasize the understanding of stated information, but most questions require students to make inferences or draw conclusions.

Directions

- Read each passage and then answer the questions. Choose the answer that you think is better than the others.
-



Pretzels were invented hundreds of years ago in Europe. A man was baking bread, and he had a little dough left over. Being thrifty, he cut it into strips, twisted the strips into odd shapes, and baked them along with his loaves of bread. Then he gave them to the children in his neighborhood. They thought the new treat was delicious.

Settlers brought the recipe to America with them. In those days, pretzels were soft and chewy. Then, as one story goes, a baker's helper fell asleep while a batch of pretzels was in the oven. They baked so long that they were shrunken and hard. The baker thought the pretzels were ruined, until he tasted one. It was even better than a soft one!

1 Why did the baker give the children pretzels?

- A** He didn't have any bread.
- B** The children didn't like bread.
- C** The children had nothing to eat.
- D** He wondered if the children would like pretzels.

2 What is this story mostly about?

- J** The first pretzels
- K** How to bake pretzels
- L** Recipes of long ago
- M** The uses of bread dough

Language

The four Language tests measure students' ability to use the conventions of standard written English. The skills assessed include spelling, capitalization, punctuation, and usage and expression in writing.

Spelling

Directions

This test will show how well you can spell.

- ▶ Many of the questions in this test contain mistakes in spelling. Some do not have any mistakes at all.
- ▶ You should look for mistakes in spelling.
- ▶ Choose the **line** that contains the mistake.
- ▶ If there is no mistake, choose the last answer.

- 1 A bond
B width
C zones
D telephone
E *(No mistakes)*

- 2 J atic
K drag
L self
M pride
N *(No mistakes)*

- 3 A legal
B oyster
C whales
D beauty
E *(No mistakes)*

Capitalization

Directions

This is a test on capitalization. It will show how well you can use capital letters in sentences.

- ▶ You should look for mistakes in capitalization.
- ▶ Choose the **line** that contains the mistake.
- ▶ If there is no mistake, choose the last answer.

- 1 A The snow buried
B Mr. miller's car
C up to the windows.
D *(No mistakes)*

- 2 J I wonder if squirrels
K ever find all the nuts
L they hide each fall.
M *(No mistakes)*

- 3 A My friend had to pay a
B fine for the Library Book
C that his dog chewed up.
D *(No mistakes)*

Punctuation

Directions

This is a test on punctuation. It will show how well you can use periods, commas, question marks, and other kinds of punctuation.

- ▶ You should look for mistakes in punctuation.
- ▶ Choose the **line** that contains the mistake.
- ▶ If there is no mistake, choose the last answer.

-
- 1 A There are many ways
B to cook eggs I know
C two of the fastest ways.
D (No mistakes)
- 2 J Let's fill these dishes
K with nuts candy and popcorn
L for Kendra's surprise party.
M (No mistakes)
- 3 A Have you been to Hickory Hollow?
B That's where we went today to
C take pictures of the wildflowers.
D (No mistakes)

Usage and Expression

Directions

This is a test on the use of words. It will show how well you can use words according to the standards of correctly written English.

- ▶ You should look for mistakes in the use of words.
- ▶ Choose the **line** that contains the mistake.
- ▶ When the story does not have any mistakes, choose the last answer.
- ▶ Some stories are followed by questions about changing the way the story is written. Four answers are given for each question. Choose the answer that you think is better than the others.

-
- 1 A We started a new club.
B Would you like to join?
C Don't tell nobody the password!
D (No mistakes)
- 2 J Joel ran after the bus.
K The bus go without him.
L Now he'll be late for school.
M (No mistakes)

Usage and Expression (continued)

Directions: In questions 3 and 4, choose the best answer based on the following science report.

¹In science we made a battery. ²First we made a stack of coins, alternating pennies with nickels. ³Between the coins we put blotting paper soaked in salt water. ⁴I got salt water on my shirtsleeve. ⁵We had to make sure the coins did not touch each other. ⁶With wires taped to the bottom and top coins, a flashlight bulb light up we made.



3 Which sentence should be left out of this paragraph?

- A** Sentence 2
- B** Sentence 3
- C** Sentence 4
- D** Sentence 5

4 Choose the best way to write the underlined part of sentence 6.

- J** we made a flashlight bulb light up.
- K** light up a flashlight bulb we made.
- L** we made light up a flashlight bulb.
- M** (No change)

Mathematics

The Math Concepts and Estimation test measures students' understanding of number systems, basic measurement, and geometry, and it also tests students' mental arithmetic skills. The Problem Solving and Data Interpretation test presents realistic word problems that require only very simple computation skills to solve. In addition, this test requires students to use and interpret information in tables and graphs. The Math Computation test (not represented here) measures students' ability to quickly and accurately add, subtract, multiply, and divide whole numbers, fractions, and decimals, depending on the grade level.

Math Concepts and Estimation

Directions

This is a test of how well you understand the number system and the terms and operations used in math.

- ▶ Four answers are given for each question.
 - ▶ You are to choose the answer that you think is better than the others.
-

1 Which whole number is one less than 7?

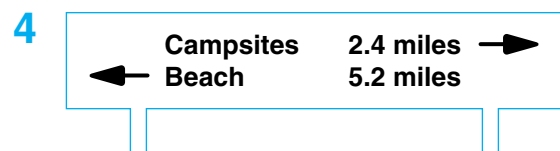
- A** 5
- B** 6
- C** 8
- D** 17

2 What is another name for 2 tens and 7 ones?

- J** Nine
- K** Ten seven
- L** Twenty-seven
- M** Two hundred seven

3 The closest estimate of $2\frac{1}{8} + 7\frac{3}{4}$ is _____.

- A** 5
- B** 9
- C** 10
- D** 12



The closest estimate of how much farther it is to the beach than to the campsites is _____.

- J** 5 miles
- K** 4 miles
- L** 3 miles
- M** 2 miles

Math Problem Solving and Data Interpretation

Directions

This is a test of your skill in solving math problems, using information from stories, graphs, and tables.

- ▶ Work each problem and compare your answer with the possible answers given.
- ▶ Four answers are given for each problem. Choose the answer you think is better than the others.

- 1** Kennedy School had a pet show. The children in Mrs. King's class sold 80 tickets. The children in Mr. Evan's class sold 70 tickets. **How many tickets did these two classes sell?**

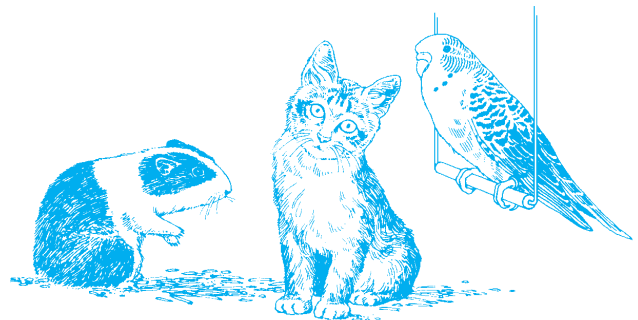
A 15
B 87
C 150
D 160

- 2** Akiko sold 7 tickets at 40¢ each. **How much did she collect for the tickets?**

J 47¢
K \$2.80
L \$7.00
M \$40.00

- 3** Altogether the fourth-grade students sold 300 tickets. The third-grade students sold 250. The tickets were 40¢ each. **How much more money did the fourth-grade students collect than the third-grade students?**

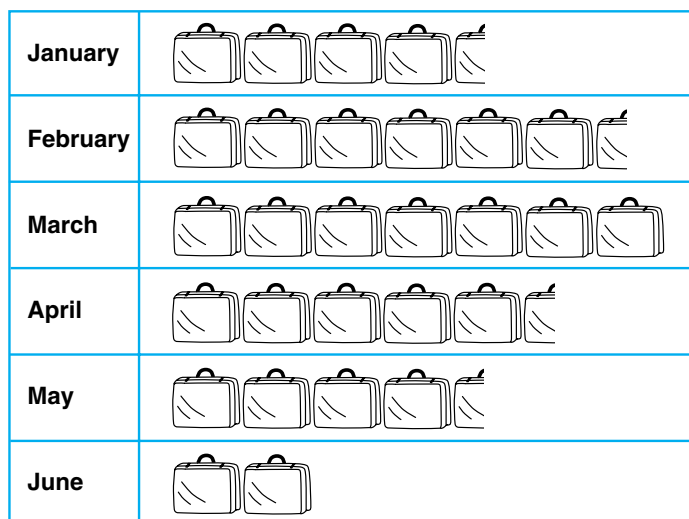
A \$20
B \$50
C \$100
D \$120



Math Problem Solving and Data Interpretation (continued)

Directions: Use the graph below to answer questions 4–6.

**Number of Bags Produced by the
East Town Luggage Factory Each Month**



Each  stands for 100 bags.

- 4** About how many more bags were produced in February than in May?

J 50
K 100
L 200
M 250

- 5** About how many bags did the factory produce in January?

A $400\frac{1}{2}$
B 450
C $4\frac{1}{2}$
D 405

- 6** Which statement describes the production shown in the table?

J Production increased from January through March and then decreased through June.
K Each month there was an increase in the number of bags produced.
L More bags were produced in April, May, and June than in January, February, and March.
M Production remained the same from January through June.

Social Studies and Science

The Social Studies and Science tests measure students' ability to generalize and to apply principles from these two areas.

Directions

These tests consist of questions about social studies and science.

- ▶ Four answers are given for each question.
 - ▶ You should choose the answer you think is better than the others.
-

Social Studies

1 People show they value their rights as citizens when they

- A** pick up litter.
- B** use city services.
- C** vote in elections.
- D** watch Fourth of July parades.

2 Which of these is a primary source?

- J** A diary kept by President Kennedy
- K** A citizen who voted for President Kennedy in 1960
- L** A postage stamp with President Kennedy's picture
- M** An actor who played President Kennedy in a movie

Science

1 Andy poured 75 mL of water into a measuring cup. When he added a stone to the cup, the water level rose to 125 mL.
What can be concluded from this information?

- A** The water weighed 200 mL.
- B** The stone took up more space than the water did.
- C** The stone weighed more than the water.
- D** The stone had the same volume as 50 mL of water.

2 Which of these is a body part that helps the animal catch its food?

- J** A frog's sticky tongue
- K** A monkey's long tail
- L** A turtle's hard shell
- M** A lion's thick mane

Sources of Information

The Sources of Information tests measure students' ability to locate and interpret information from maps, diagrams, and reference materials. In the Maps and Diagrams test, students use maps, charts, and diagrams to get information. In the Reference Materials test, questions are asked about the use of dictionaries, indexes, and other reference materials and about strategies for finding information.

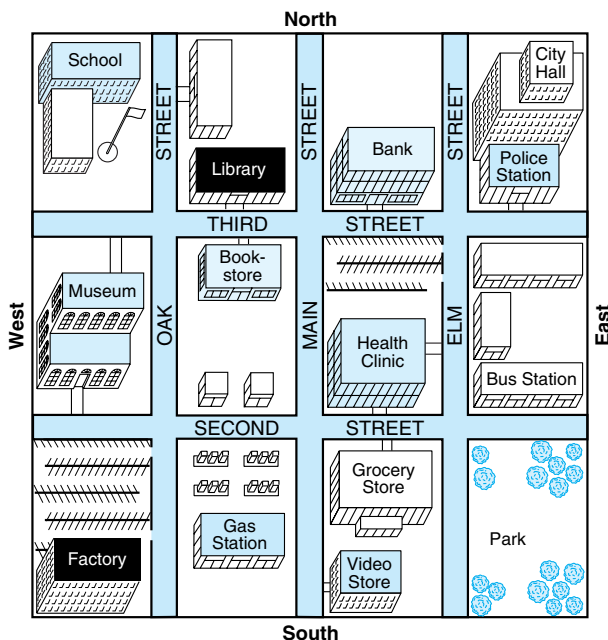
Maps and Diagrams

Directions

This is a test about using maps and diagrams to get information.

- ▶ Four answers are given for each question.
- ▶ You should choose the answer you think is better than the others.

Directions: The map below shows the center of a town. The names of the streets and some of the buildings are also shown. Use the map to answer the questions on this page.



1 Which of these is on Third Street?

- A The bus station
- B The gas station
- C The park
- D The bank

2 Which direction would you walk in going from the bookstore to the police station?

- J East
- K West
- L North
- M South

3 Which is the farthest from the health clinic?

- A The school
- B The grocery store
- C The video store
- D The police station

Reference Materials


Directions

This is a test about using reference materials and libraries.

- ▶ Four answers are given for each question.
- ▶ You should choose the answer you think is better than the others.

Directions: Below is the table of contents from a book called *The Beginning Gardener*. Use it to answer the questions on this page.

Table of Contents	
Chapter	Page
1 Different Kinds of Soil	5
2 How Plants Grow	11
3 Choosing a Place for a Garden . .	16
4 Making a Garden Plan	24
5 Growing Vegetables	32
6 Growing Flowers	37
7 Tools	46
8 Planting a Garden	52
9 Caring for a Garden	61



1 Which chapter might tell how to choose the right kind of rake?

- A** 2
- B** 3
- C** 7
- D** 9

2 Chapter 4 would probably tell

- J** how to plant tulip bulbs.
- K** what to plant in clay soil.
- L** what to do after seeds are planted.
- M** how rows of vegetables and flowers might be arranged in a garden.

Some Test-taking Suggestions

Below are some test-taking tips that can help your child obtain test scores that accurately reflect his or her achievement. Many of these suggestions apply to all kinds of test-taking, not just standardized achievement tests. If your daughter or son is an inexperienced test-taker, you may want to talk with her or him about these ideas.

- During the week of testing, make sure you get as much sleep each night as you normally get on a school night.
- Read and listen carefully to the directions for each test while your teacher reads them. Then follow those directions exactly. If you don't understand the directions, ask your teacher to explain them.
- Look at **all** the answer choices for a question before you select one as your answer. For many test questions, you will need to compare the answer choices and then choose the best one.
- If you are not sure about the correct answer to a test question, first eliminate any choices you know are wrong. Then choose your answer from among the choices that remain.
- Mark your answers by filling in the circles with heavy, dark marks. Do not spend a lot of time making perfectly neat marks. If you decide to change your answer, erase the first mark as completely as possible.
- Your teacher will tell you how much time you will have to work on each test. Try to work at a steady pace and try not to waste time. If a certain question is taking a lot of time, you may want to skip it and try it again later if there's time.
- When your teacher gives you rest periods between tests, use them to stretch if you feel tired of sitting.

Answers to Sample Questions

Vocabulary

1(C), 2(J), 3(B)

Reading Comprehension

1(D), 2(J)

Spelling

1(D), 2(J), 3(E)

Capitalization

1(B), 2(M), 3(B)

Punctuation

1(B), 2(K), 3(D)

Usage and Expression

1(C), 2(K), 3(C), 4(J)

Math Concepts and Estimation

1(B), 2(L), 3(C), 4(L)

Math Problem Solving and Data Interpretation

1(C), 2(K), 3(A), 4(L), 5(B), 6(J)

Social Studies

1(C), 2(J)

Science

1(D), 2(J)

Maps and Diagrams

1(D), 2(J), 3(A)

Reference Materials

1(C), 2(M)

A Message to Parents

Iowa Tests of Basic Skills®

Form A
Complete
Battery



9-50370

Grades
4 & 7
Levels 10 & 13